

**METHODS PROFESSOR
PRE-FIELD STUDY PREPARATION
- CHOOSING A SITE -**

	Site: _____
Methods level (elementary/secondary)	(At what depth should my students engage in historical inquiry? If secondary, perhaps a deep level; for elementary, perhaps a broader level.)
Concepts	(What historical concepts can this site help to illustrate?)
Skills	(What particular skills can students employ in investigating this site?)
Inferences and Generalizations	(What are some key inferences students can make based on visual clues at the site? What are some key generalizations students can construct based on the visual evidence available at the site?)
“Story”	(What story/stories does this site shine a light on? What events unfolded in this place that shed some light on the history of the time?)
Historic Resources	(Are there sufficient historical resources available on site and from other sources to support student historical inference making and hypothesis testing?)
Productive Partnerships	(Can a partnership with the site be built to support the goals of the methods course?)
Educational Activities	(What particular research activities are possible at the site? Is there good potential for students to develop “empathetic insight?”)
Civic Participation	(Is there potential for engaging students in efforts to preserve the site – researching a currently unrecognized historic place in the community, helping to draft a nomination to the National Register of Historic Places, advocating for preservation and/or the establishment of a local historical site designation?)

Adapted from White, C., and Hunter, K. (1995/2000). [Teaching with Historic Places: A Curriculum Framework for Professional Training and Development](#). Washington, D.C.: The Preservation Press.